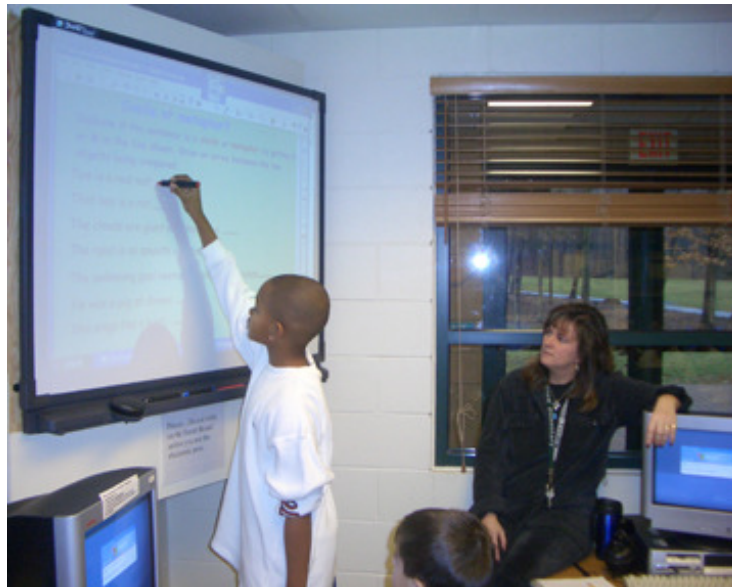


Media Literacy, Information Literacy and Critical Literacy



Presented by:
Dale Hill

Special Assignment Teacher-Librarian

[Media Literacy Expectations]

Students will:

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.



[**“Media”**]

Communication channels through which news, entertainment, education, data, or promotional messages are disseminated. Media includes every broadcasting and narrowcasting medium such as newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax, and internet.

www.businessdictionary.com

[“Media”]

- Messages conveyed through visuals, language and/or sound
- (Mass) produced for a (mass) audience mediated by a form of technology
- The producer of the message is not necessarily in the same place as the receiver of the message



[Types of “Media”]

- Radio
- Television
- Newspapers, Magazines
- Internet
- Advertising in All Forms
- Videos, DVDs, Films
- Computer & Video Games
- Recorded Music (e.g., CDs)
- Books (e.g., Textbooks)
- Maps, Money, Dictionaries, Standardized Tests, and more...



[New Technologies include:]

- Instant Messaging
- Texting
- online social networking
- *YouTube*
- blogs and podcasts
- Wikis
- interactive video conferencing



[Media Literacy]

Media Literacy is a 21st century approach to education. It provides a framework to access, analyze, evaluate and create messages in a variety of forms — from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.

Centre for Media Literacy – www.medialit.org

[Media Literacy]

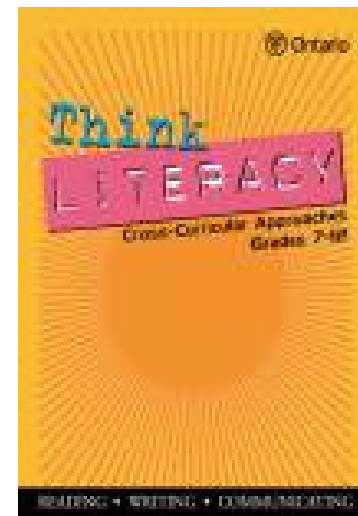
"Media literacy" is the expected outcome from work in either media education or media study. The more you learn about or through the media, the more media literacy you have. Media literacy is the skill of experiencing, interpreting/analyzing and making media products.

Source: Chris Worsnop, from *Screening Images: Ideas for Media Education*, Wright Communications. Mississauga, ON. Canada, 1994.

Retrieved from: www.media-awareness.ca

[Texts]

Texts use words, graphics, sounds and images, in print, oral, visual or electronic forms, to present information and ideas.



**[Where did students go to get
quick access to information...]**

40 years ago?

100 years ago?

15 years ago?

Where do our students go
today?

*Research a
famous leader and
write a paragraph.*

[Key Concepts of Media Literacy]

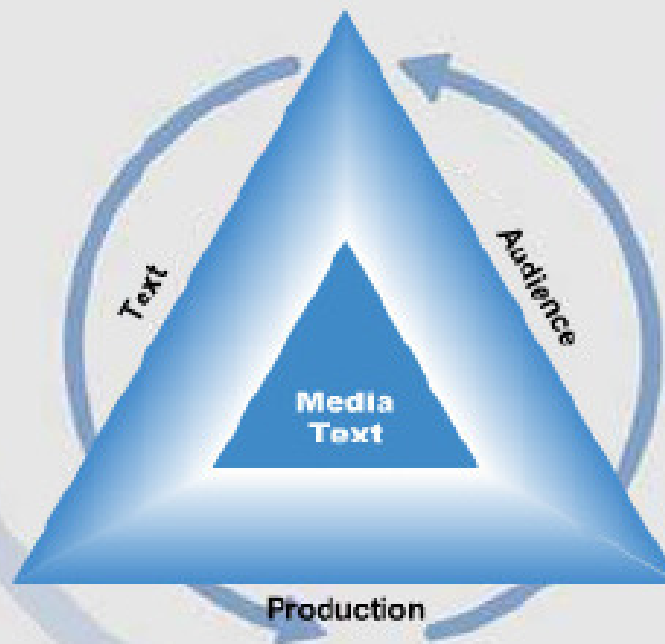
- 1. All media are constructions.*
- 2. The media contain beliefs and value messages.*
- 3. Each person interprets messages differently.*
- 4. The media have special interests (commercial, ideological, political).*
- 5. Each medium has its own language, style, form, techniques, conventions, and aesthetics.*

Questions for Exploring the Key Concepts

1. How is this media text constructed? (Consider the key ingredients used – technical and symbolic.) How effectively does it represent reality?
2. What lifestyles, values, and points of view are represented in this media text? Who or what is missing?
3. What meaning do you get from the media text? Why might some people take a different meaning from this text?
4. Who do you think created this and for what purpose? Who might benefit from the message? Who might be disadvantaged?
5. What techniques are used to construct this text and its message? How effective are they?

MEDIA TRIANGLE

Analysing Media Texts



Creating Media Texts

[Text]

- What is this?
- Can you name three things like it?
- What colours are on it?
- What values are promoted?
- Does it contain stereotypes?
- What values are omitted?

[Audience]

- Why do you like it?
- Would your parents like it?
- Would your friends? Why?
- Would you buy this?
- Who else would want it?
- Would you want to collect it?

[Production]

- Who makes it?
- How much money do you think it costs?
- Where was it made?
- Where are some places you can buy it?
- Who owns the copyright for this media text?

[HWDSB Lessons]

- Developed by a team of HWDSB teachers and teacher-librarians in 2009.
- Big ideas merge character education traits with media literacy expectations.
- One set for grade 6 and one for grades 7 and 8.

[Lesson Components]

- Critical Focus/Big Idea
- Expectations Addressed
- Medianet/Library Resources
- Character Builds Links
- Nelson and/or Pearson Links
- Technology Links
- Assessment
- Suggested Book Room Resources
- Essential Ministry Resources
- Differentiated Instruction Strategies

[Grade 6 Example]

Why do companies consider it important to have a logo that gives them an identity or brand?

Shared Reading



How Marketers Target Kids

Kids represent an important demographic to marketers because they have their own purchasing power, they influence their parents' buying decisions and they're the adult consumers of the future.

Industry spending on advertising to children has exploded in the past decade, increasing from a mere \$100 million in 1990 to more than \$2 billion in 2000.

Parents today are willing to buy more for their kids because trends such as smaller family size, dual incomes and postponing children until later in life mean that families have more disposable income. As well, guilt can play a role in spending decisions as time-stressed parents substitute material goods for time spent with their kids.

Here are some of the strategies marketers employ to target children and teens:

http://www.media-awareness.ca/english/parents/marketing/marketers_target_kids.cfm

The ABC's of Brands



[Discussion Questions]

- Does the prominence of the brand name say anything about the person wearing it?
- Why do you think teens like brand names so much?
- Other than buying and wearing products, what can we do to improve people's perceptions of us?

Grade 6 – Critical Focus/Big Ideas

How do different audiences (boys, girls, adults, seniors) respond differently to media texts?

Do you think that advertisements always have an inferred purpose?

Do advertisements contain gender bias and stereotypes? What impact do you think that these stereotypes have on consumers?

Why do companies and organizations consider it important to have a logo that gives them an identity or brand?

[Grade 6 (con't)]

Which portrayals of Aboriginal Peoples in the media are most accurate? What makes them an accurate portrayal?

What impact do you think that advertising has on society?

Does Tourism Benefit Canada?

[Grade 7 & 8 Example]

**How can we analyze
media to become
evaluators, rather
than just consumers?**

[Sample Commercials]

- http://www.retrojunk.com/details_commercial/12829/
- <http://www.funnycommercialsworld.com/superbowl-2010-snickers-commercial-game-3601.html>
- <http://www.funnycommercialsworld.com/wrangler-jeans-commercial-stop-thinking-1650.html>

[Discussion Questions]

- What was your opinion about commercials before watching this one?
- Did you ever think that different groups (gender, race, religion, age, etc.) were portrayed differently in commercials and advertisements? Why do you think you noticed or why have you not noticed this before?



- What did you learn from watching this commercial?
- What is your new thinking about how the media influences us?
- How are these commercials meant to influence us?

Grades 7 & 8 – Critical Focus/Big Ideas

How do belief and value messages embedded into the media affect us as consumers?

Is blogging an effective way of communicating and debating important issues?

What does the placement of the advertisements tell you about a magazine?

How can we analyze media to become evaluators, rather than just consumers?

Should all human rights be universal?

[Grades 7 & 8 (con't)]

What impact does rap music have on our society?

Is online hatred accessible? Do you think that the Internet is a positive space for children and adults to surf and learn? What impact does online hatred have on society?

Do you think that youths are portrayed accurately in the media?

Do you think that the media covers crime stories from an unbiased perspective when it comes to race and religion? What impact does the media's perspective on race and crime have on society?

[Other Resources on First Class]

- Deconstructing A Video Advertisement
- Inferences Through Advertising
- Decision Making and Responsibility lesson
- Girls' Self Esteem lesson
- Eromosa Karst unit
- Media lesson plan guidelines
- Web resources

HWDSB Conferences -- HWDSB Elem. Curriculum Share -- Information & Media Literacy -- Lesson Plans



[

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**21st century literacy
requires critical thinking
and media literacy
to be integrated
across the curriculum**

[**Project Look Sharp**]

12 Basic Ways to Integrate Media Literacy and Critical Thinking into Any Curriculum

Division of Interdisciplinary and International
Studies – Ithaca College, New York

<http://www.ithaca.edu/looksharp/?action=main>

[Blogs]

- <http://kidblog.org/home.php>

[

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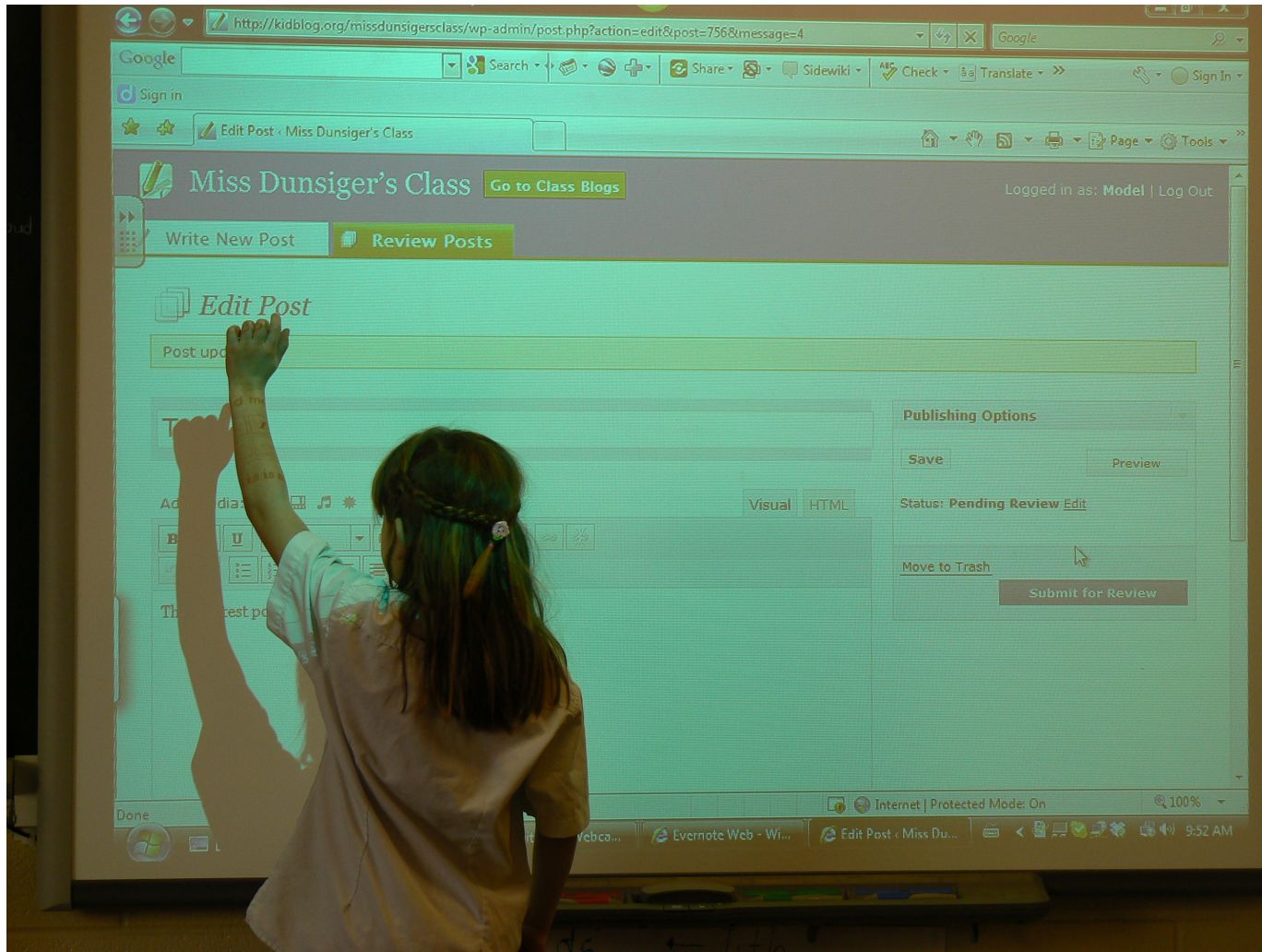
Wednesday, March 31, 2010

Brainstorm ideas to help you with writing this blog post.

Community Helpers - Blog Post

What community helper would you want to be? Why? Tell your audience about this community helper.

Remember to check your blog post for spelling, punctuation, spacing, and ideas.





[Grade 1 Blog]

- <http://kidblog.org/missdunsigersclass/>

[Wikis]

- <http://www.youtube.com/watch?v=-dnL00TdmLY&feature=fvw>
- <http://www.wikispaces.com/site/signin>

[

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Media literacy is the
ability to access,
analyze, evaluate, and
produce
communication in a
variety of forms.

[Electronic Exit Card]

<http://www.wallwisher.com/wall/media-literacy-exit>

Please take a moment before you leave to share your thoughts –

- What did you think about today's session?
- What would you like to learn more about?
- How could I help you to integrate some of these ideas into your library or school?

[Questions]

